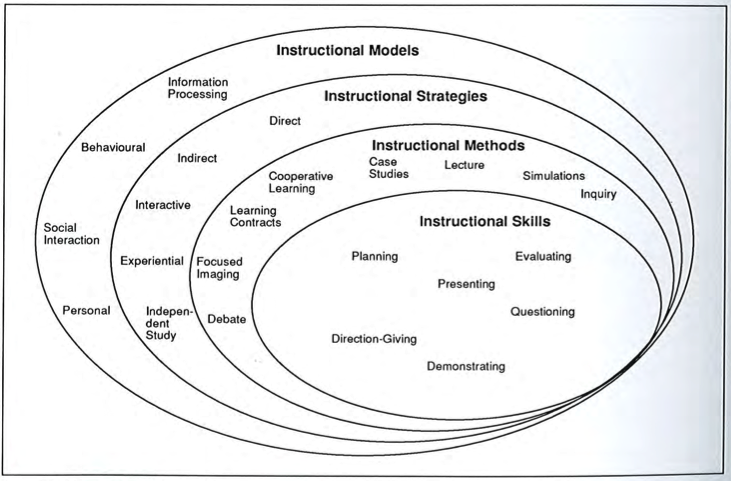
Instructional Models

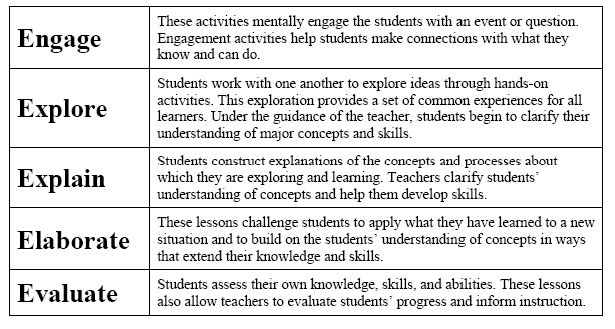
The instructional models are the broadest most philosophical approaches of the instructional framework, which is used to organize and think about individual components of instructional theory. They are a way to sort a number of instructional practices in ways that are more visually and conceptually appealing.



Models lump together a number of processes that allow educators to recognize the different ways people acquire new information. Joyce and Weil (1986) highlight information processing, social interaction, behavioral and personal models as the four main types, where they each include essential practical theories that can then be broken down further. These models include guidelines for ways that instructors can present information to obtain the highest possible level of cognition.

Martin Ryder, an education professor at the University of Colorado Denver, points out that instructional models allow us to “visualize the problem, to break it down into discrete, manageable units.” This way educators and create effective lessons and activities that will have the most success in a classroom. Instructional models can be as simple as an image or as complex as an outline that breaks down the methods and processes used to present material.

Models can be used to train educators to utilize successful instruction practices as well as to simplify and organize content for students themselves. They synthesize concepts and ideas and put them in a more manageable format so that the information is more process based and open to retention, deep thinking, inquiry and questioning. Essentially, they make the material more likely to be learned in a deeper cognitive process than simple memorization.



The E5 Model

Of course there are innumerable specific models that state exactly how an instructor can deliver a lesson and target the main cognitive processes. Among them are the Behaviorism, Cognitivism, Objectivism and the E5 Model, just to name a few.

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